



THE
UNIVERSITY OF ILLINOIS

LECTURES ON
HIGH SCHOOL ORGANIZATION
AND
ADMINISTRATION



URBANA, ILLINOIS
PUBLISHED BY THE UNIVERSITY
1901

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LECTURES
ON
HIGH SCHOOL ORGANIZATION
AND
ADMINISTRATION

DELIVERED AT THE
UNIVERSITY OF ILLINOIS

DURING THE FIRST SEMESTER

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UNDER THE DIRECTION OF
THE DEPARTMENT OF EDUCATION

URBANA, ILLINOIS
1901

STATEMENT

It has always been the plan of the University of Illinois to give its students, as far as possible, the benefits which come from personal contact with men of culture and wide experience, from outside its own faculty. The course of lectures here announced has that aim in view. It is especially intended for students of the Department of Education, and it is believed that all will wish to attend. The lectures will be delivered on Friday afternoons at 4:00, in the Physics Lecture Room, Engineering Hall. They are open to students and friends of the University without registration.

LECTURES ON HIGH SCHOOL ORGANIZATION AND ADMINISTRATION.

PROBLEMS OF ADMINISTRATION IN LARGE HIGH SCHOOLS.

October 4

J. E. ARMSTRONG, Principal Englewood
High School, Chicago, Ill.

SOME SOCIAL ASPECTS OF EDUCATION

October 11

J. H. COLLINS, Superintendent of
Schools, Springfield, Ill.

TOWNSHIP HIGH SCHOOLS.

October 18

H. L. BOLTWOOD, Principal of Township
High School, Evanston, Ill.

STATE AID TO THE HIGH SCHOOL.

October 25

HON. ALFRED BAYLISS, State Superin-
tendent of Public Instruction,
Springfield, Ill.

ELECTIVES IN THE HIGH SCHOOL.

November 1

A. F. NIGHTINGALE, Chicago, Ill.

COMMERCIAL COURSES IN THE HIGH SCHOOL.

November 8

E. G. COOLEY, Superintendent of Schools,
Chicago, Ill.

THE FUTURE OF THE PUBLIC HIGH SCHOOL.

November 15

J. STANLEY BROWN, Principal of Town-
ship High School, Joliet, Ill.

THE ADOLESCENT PERIOD IN BOYS.

November 22

J. K. STABLETON, Superintendent of
Schools, Bloomington, Ill.

SCHOOL SANITATION AND DECORATION.

December 6

ORVILLE T. BRIGHT, County Superin-
tendent of Schools, Chicago, Ill.

CONSERVATISM IN HIGH SCHOOL ELECTIVES.

December 13

J. J. WILKINSON, Superintendent of
Schools, Mattoon, Ill.

PROBLEMS OF ADMINISTRATION IN LARGE HIGH SCHOOLS.

PRIN. J. E. ARMSTRONG. October 4.

I. Introduction.

1. Origin of the high school.
2. Relation to college and grammar school.
3. How regarded by tax payers.
4. The high school an old institution under a new name.
5. Peoples colleges.
6. Their aim--scholarship, citizenship, character.

II. The program of recitations and studies.

1. Consecutive and alternating studies.
2. Study periods, direction of, time, regularity, the study habit, home study.
3. Laboratory work, length of periods, neatness and order.
4. Assignment of work to teachers, number of subjects, hours per week, size of classes, distribution of work other than teaching, office work.

III. The opening exercises, religious, current topics, musical; how announcements and regulations should be given.

IV. Discipline.

1. Is it a means or an end in itself?
2. Rules, order in passing, whispering, comparison with order in a church or theatre.
3. How far should teachers attend to their own cases of discipline and what cases should be sent to the office?

4. Deportment marks, confusion by deducting from scholarship for bad deportment.
5. Error system.
6. Self government.
 1. What is claimed for it.
 2. What is demanded of those who exercise authority?
 3. Is obedience a virtue?
 4. In order to promote self government is it necessary to introduce the machinery of political life?

V. The recitation, its importance need of absolute attention, enthusiasm, freedom, method of questioning, marking system, whispering, length of the lesson.

IV. Supervision.

1. Should the Principal teach while visiting?
2. Criticising teachers, making notes, teachers' meetings, discussions, reports on visits to other schools.

VII. Reports to parents, report cards, failure reports, teachers' reports on failure to principal, conference with parents concerning failures, treatment of pupils.

VIII. Grading, effect on scholarship, how it differs with that in college and grammar schools, demonstrations.

IX. Records, how made most useful to all concerned, finding lists and card directory of pupils and teachers.

X. Athletics, need of exercise, gymnasium, correcting physical defects, field sports, foot-ball, need of regulation and control.

- XI. General care of the school building as to sanitary conditions, comfort, light, heat, ventilation, eyesight and hearing.
- XII. Voluntary organizations, literary societies, art clubs, musical clubs, athletic associations, secret societies, amusements, matrimony; relation of the school to each.
- XIII. The spirit of the school. The school a microcosm. Loyalty, patriotism, devotion; how can all these be attained? The spirit of the school can do all this, but all these have to do with the spirit of the school.

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SOME SOCIAL ASPECTS OF EDUCATION.

SUPR. J. H. COLLINS. October 11.

1. The American public school is an institution closely related to the progress of the American people.
2. It reaches all classes as no other institution can.
3. It trains for citizenship—it is a necessity in a democratic government.
4. The marked changes that have taken place in our country during the latter half of century closed.
5. The wonderful progress made of recent years in science and in the application of scientific discoveries.
6. The growth of cities.
7. The movement from country to city.
8. The changes in the mode of living.
9. The marked changes in the method of doing the world's work.
10. Fewer opportunities for the proper employment

of children and youth in the modern home, especially in cities.

11. Some of the advantages that children had in the old-time country home, as well as some of the disadvantages.

12. Much of the work carried on in the old-time country home, contributed to the making of strong men and women.

13. The home life of many children of to-day is too artificial—much of value that belonged to the home of forty years ago is lacking in the modern home.

14. The necessity of training children to use their hands—to produce something—to bear a share of the responsibility of providing a living.

15. Course of study must be made to provide for the deficiencies of modern home life.

16. The course of study must provide for training in physical activity, motor experience and sense training.

17. Motor training is needed for its moral and social effects.

18. The value of manual training.

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TOWNSHIP HIGH SCHOOLS.

PRIN. H. L. BOLTWOOD. October 18.

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Michigan Township High School Law, 1901.

THE QUESTION OF STATE AID IN THE DEVELOPMENT AND MAINTENANCE OF HIGH SCHOOLS.

HON. ALFRED BAYLISS. October 25.

1. The Constitution of Illinois directs that "The General Assembly shall provide a thorough and efficient system of free schools, whereby ALL children of this State may receive a GOOD common school education."

2. The act of 1889, which, with subsequent additions, embodies the legislative compliance with the constitutional injunction, nowhere differentiates the high from the "common" school, though the provisions for Township High Schools are a recognition of the fact of their existence, and that the common school concept is in process of expansion.

3. But "a good common school education" should, and, apparently, soon will include the knowledge content, as well as the time element, implied in the current concept of the High School.

4. The belief is justified on two grounds. (a) The growing complexity of our social and material environment. (b) The consequent necessity for a continually widening gap between infancy and maturity.

5. The High School, thus justifying itself, and having appeared by a natural process of evolution, the question occurs: Why should its opportunities be afforded to one-half the children of the State and be denied to the other half?

6. From the only possible sane answer to the foregoing question, and the evident impossibility in rural communities, and the smaller centers of population, to make adequate provisions for a complete common school by local initiative, it is a fair proposition that the State at large should make adequate provision for all communities unable to do so for themselves. The common school is a State, not a neighborhood institution.

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ELECTIVES IN THE HIGH SCHOOL.

DR. A. F. NIGHTINGALE. November I.

Individual instruction is ideal. We should aim toward it. The taste and talent, the purpose and plan of the student should be studied. The physical and mental bear close relations. What is meat for one is poison for another. An all-around education is desirable, but specialists are needed. We must be in harmony with the times. Heredity and environment are potent factors in education. Public high schools must keep close to the people. Demands of parents are to be considered; the desires of pupils, consulted. There can be no hard and fast course of instruction, but a liberal program, suited to the individual who is as varied in his characteristics as Mark Twain's thumb marks.

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For additional bibliography see that given under the last lecture in this announcement.

COMMERCIAL COURSES IN THE HIGH SCHOOL.

SUPT. E. G. COOLEY. November 8.

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THE FUTURE OF THE PUBLIC HIGH SCHOOL.

PRIN. J. STANLEY BROWN. November 15.

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THE ADOLESCENT PERIOD IN BOYS.

SUPT. J. K. STABLETON. November 22.

1. The physical changes that mark this period.
2. The accompanying mental and emotional changes.
3. Normal or abnormal cases ?
4. Arrested development : *a*, physical ; *b*, mental ; *c*, both physical and mental. Typical cases of each.
5. Precocious development : *a*, physical ; *b*, mental ; *c*, both physical and mental. Typical cases of each.
6. The fleeting character of many of the experiences of this period ; the possibility of their becoming fixed as traits of character.
7. The pedagogical significance of this period.

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SCHOOL SANITATION AND DECORATION.

SUPT. ORVILLE T. BRIGHT. December 6.

1. The country school problem.
2. Centralization of country schools.
3. Indications of the old and the new in teaching.
4. So-called apparatus ; otherwise, rubbish.
5. Attractive graded school houses.
6. The school yard.
7. Educational value of pictures and casts.
8. The corridors of school houses.
9. How to accomplish the work.

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CONSERVATISM IN HIGH SCHOOL ELECTIVES

SUPT. J. J. WILKINSON. December 13.

1. The courses of study in the English Latin schools and the German gymnasium influenced the courses in our high schools for many years. Our high schools exist under different conditions and for different purposes.

2. In breaking away from these the pendulum has swung too far and by making the entire course elective we have disregarded : *a*, the purpose of the high school ; *b*, the inability of the pupil to select for himself at this immature age ; *c*, the sequence of the subjects themselves, to a limited extent.

3. The oft expressed thought that all subjects are alike educative, or that all subjects are taught in one, is only partially true. Certain subjects should be required in every high school course.

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- For additional references see those given under the fifth lecture in this announcement, pages 14-15.

UNIVERSITY OF ILLINOIS

DEGREES

1. IN THE COLLEGE OF LITERATURE AND ARTS the degree of Bachelor of Arts (B.A.) in four year courses, as follows:

1. General courses, offering a wide range of electives and classified according to the principal line of work chosen.
2. Specialized courses, or courses under the group system, including (a) The Classical Group, (b) The English Group, (c) The German and Romanic Language Group, (d) The Latin and Modern Language Group, (e) The Philosophical Group, (f) The Political Science Group.

2. IN THE COLLEGE OF ENGINEERING the degree of Bachelor of Science (B.S.) in four year courses, as follows: (1) In Architecture, (2) in Architectural Engineering, (3) in Civil Engineering, (4) in Electrical Engineering, (5) in Mechanical Engineering, (6) in Municipal and Sanitary Engineering, (7) in Railroad Engineering.

3. IN THE COLLEGE OF SCIENCE the degree of Bachelor of Science (B.S.) in four year courses, grouped as follows: (1) The Chemical and Physical Group, (2) the Mathematical Group, (3) the Natural Science Group, (4) the Pedagogical Group.

4. IN THE COLLEGE OF AGRICULTURE the degree of Bachelor of Science (B.S.) in four year courses, distributed in departments of—(1) Field Agriculture, (2) Animal Husbandry, (3) Veterinary Science, (4) Dairy Husbandry, (5) Horticulture.

5. IN THE COLLEGE OF MEDICINE (College of Physicians and Surgeons, Chicago,) the degree of Doctor of Medicine (M.D.) in a four year course in medicine.

6. IN THE COLLEGE OF LAW the degree of Bachelor of Laws (LL.B.) in a three year course in law.

7. IN THE SCHOOL OF LIBRARY SCIENCE the degree of Bachelor of Library Science (B.L.S.) in a four year course.

8. IN THE SCHOOL OF MUSIC the degree of Bachelor of Music (B.M.) in four year courses in vocal and instrumental music.

9. IN THE SCHOOL OF PHARMACY (Chicago College of Pharmacy) the degree of Graduate in Pharmacy (Ph.G.) in a two year course, and that of Pharmaceutical Chemist (Ph.C.) in a three year course in pharmacy.

10. IN THE GRADUATE SCHOOL the Master's degree after the Bachelor's degree for one year of graduate work in arts, science, architecture; the degree of Civil Engineer (C.E.), Electrical Engineer (E.E.), and Mechanical Engineer (M.E.), after that of B.S. for one year of graduate work in the respective engineering courses; and the degree of Doctor of Philosophy (Ph.D.) for three years of graduate work leading thereto.



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